

**EFFECTS OF STUDENTS' SELF-ASSESSMENT TRAINING
ON CHEMISTRY LEARNING OUTCOME AND ATTITUDE
TO EXAMINATION MALPRACTICE IN SECONDARY
SCHOOLS, OGUN STATE, NIGERIA**

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EVALUATION, UNIVERSITY OF LAGOS, 2009.**

**A DISSERTATION IN THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS
SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES, UNIVERSITY
OF LAGOS,**

**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE
DEGREE OF DOCTOR OF PHILOSOPHY (Ph.D.) IN MEASUREMENT AND
EVALUATION.**

APRIL, 2017.

APPROVAL

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CERTIFICATION

This is to certify that the Dissertation:

**“EFFECTS OF STUDENTS’ SELF-ASSESSMENT TRAINING ON CHEMISTRY
LEARNING OUTCOME AND ATTITUDE TO EXAMINATION MALPRACTICE IN
SECONDARY SCHOOLS, OGUN STATE, NIGERIA”**

Submitted to the

School of Post Graduate Studies, University of Lagos,

For the award of the degree of
DOCTOR OF PHILOSOPHY (Ph.D.)
is a record of the original research carried out
By

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DEDICATION

*To the glory of the Almighty God, in the name of
The Father, Son and of the Holy Spirit. Amen!!!*

ACKNOWLEDGEMENTS

I thank Jesus for the great and mighty things that He has done, the great ones He is currently doing and the greater things He is yet to do. Take all the glory, Lord.

I remain forever grateful to my meticulous, wonderful and erudite supervisors, Dr.OluwatomiModupeolaAlade and Professor Monday BasseyUbangha. I am very proud of them. I thank God for making them my supervisors. They were a perfect combination for doctoral supervision. Permit me to confer on them the award of “best doctoral supervisors of the year”. I appreciate their constructive criticisms; support, wise counsel and encouragement which made this research work a resounding success. I could not have achieved this without their tutelage and good-will.

I appreciate the motherly support, kindness and encouragement of my assiduous Head of Department, Professor NgoziOsarenren. Like a good mother and role model she motivated and encouraged her students. She is a wonderful and loving Professor. I will not forget to thank all other lecturers in the Department of Educational Foundations for their positive contributions during my course work, proposal, field work and research seminars. I remain immensely grateful to Professor AyokaMopelolaOlusakin who through an e-mail reply that read “with God all things are possible” encouraged me to file the application for the doctoral programme. She is a true woman of God. She always helped to remedy everybody’s thesis during the Departmental seminars. Many thanks to Professor O.M.Omoegun, Professor Guy ChibuzoIllogu (who inspired my choice of Measurement and Evaluation as an area of specialisation during my P.G.D. E. lectures), Dr. (Mrs). I.I. Abe, Dr, Canice.E. Okoli, Dr. I.P. Nwadinigwe, Dr. Bola Makinde, Dr.Soji Oni, Dr. Sola Aletan, Dr. Patrick Akinsanya,

Dr.Charity Iriobe.Dr. Stella Anyama. Dr.S.O. Adeniyi, Dr (Mrs). O. O.Longe, Dr (Mrs). BukonlaAhimie, Dr.O.O. Akanni and Dr.P.N. Emeri. They are all wonderful people.

I sincerely thank members of the Academic Programmes Committee (APC) for helping to polish up this research work with their constructive criticisms. I thank the Chairman of the APC, Professor KayodeAmund and the Vice-Chairman, Professor (Mrs) O.A. Obashoro-John. I will not forget to appreciate our hardworking Sub-Dean of the School of Postgraduate Studies, Dr. Khalid Adekoya. Special thanks to my lead reviewers, Dr.YemiOke of the Department of Jurisprudence and International Law and Professor G. Azenabor of the Department of Philosophy. May God bless them abundantly.

My appreciation goes to my distinguished seventeen (17) class mates—“the Class of Grace”. The fruitful times we spent together will forever linger in my memory. Dr.Olaosebikan (my class governor), Dr.Olaotan Kuku, Reverend Sister Dr.ManafaFaustina, Dr.BasiratDikko, Reverend Dr. Emmanuel Awuzie, Dr. Philo Bivese-Djeba (my loving sister), Mrs PriscilliaOkeleke, Lady Phil. Okoye (my sweet friend) , Evangelist EfretueiEdakUnoh Koyo Victor,Mr. Friday Otuagoma, Mr LawaniAyodapo Abdul-Ganiu,Mrs Grace Abolarin, Mrs Josephine Ibili, Mrs OlayemiOladapo, Mrs love Umoetuk and Dr Emmanuel Oladesu. I will not forget my dear sister, Dr. (Mrs) ToyinOdebode, Dr. (Mrs)SaffiOniha, Mr Victor OmoruyiIgbinosa, my caring neighbour and sister Dr. (Mrs) Funke Lucas, Dr. Nelson Asuai (your intelligent critique enriched my dissertation), Dr.BukkyAdeleye, Mrs YemiErinle (ISL), Mrs Patricia Ehiremhen, Dr. Sunday Paul Odusanya, Mr.. Sunday Adedigba, Mr RasheedIdowu andMrs.DorathyChukwudi and many others whose names I have forgotten to mention. I thank them all. I also appreciate my assiduous Data Analysis instructor, Mr.Jide Dixon, who painstakingly taught me Data Analysis and Management at the Unilag Consult. The knowledge I acquired was useful in analysing the data obtained for this study.

I appreciate all the administrative staff of the Department of Educational Foundations, University of Lagos, Mrs.Ajayi, Mrs.Solarin, Mrs.Afolabi and Mrs.Olagunju.

I say a big thank you to my parents Mr. and Mrs. Alphonsus and Cecilia Uwakwe for their encouragement, support and prayers throughout the duration of this programme. My siblings and their wonderful spouses are equally appreciated- Ikechukwu and Enyindia (Olushola) Uwakwe, Uche and Ihuoma Uwakwe, Chioma and Victor Uzokwe, Okechukwu and Jane Uwakwe, Uzo and Peace Uwakwe. I will not forget to mention my wonderful uncles – Simon Uwakwe, Donatus Anoruo and Aloy Anoruo. I also appreciate my sisters-in-law, Nneoma Nwabueze and Aunt Virginia Ogbo (of blessed memory).

Finally, I appreciate my darling, wonderful husband and coach, Mr. Anthony Ogbo who supported me spiritually, financially and in all ramifications. I remain forever grateful to my glorious children: Tooichi, Chijioke, Ozioma, Amarachi and Akachukwu for their unquantifiable assistance and understanding throughout this programme. I am very proud of them. I thank them immensely for the encouragement they gave.

Ogbo, Angela Chinyere.

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ABSTRACT

Student Self-assessment is the process whereby teachers involve students in identifying the criteria to apply to their own work and judging the extent to which these standards are met. Students' self-assessment helps students to identify their strengths and weaknesses and direct their efforts to what needs to be learnt. Involving the students in self-assessment enhances their ability to learn independently and improve their academic achievement. Since student self-assessment training improves learning, it obviously will help to reduce examination malpractice. Students who are not well taught or prepared for examinations may engage in examination malpractice to avoid failure at all cost. The consequences of indulging in examination malpractice on an educational institution, the student and the nation are rather very serious. Examination malpractice is a big problem to our educational system. It questions the credibility of the examinations and the certificates issued. This study investigated the Effects of Student Self-assessment Training on Chemistry Learning Outcome and Attitude to Examination Malpractice in Ogun State, Nigeria. Quasi-experimental pre- and post- tests control group design was adopted for the study. Five research questions and corresponding hypotheses were raised to guide the study. Multi-stage sampling process was employed to select the participants. The population consisted of all the Senior Secondary Two students in public co-educational secondary schools in Ogun State. The sample consisted of one hundred and eighty four (184) Senior Secondary two (SS II) Chemistry students drawn from public co-educational schools. The instruments used to collect data were the Student Self-assessment Scale in Chemistry (SSASC), Chemistry Achievement Test (CAT) and Attitude to Examination Malpractice Scale (AEMS); with Cronbach's alpha reliability coefficients of 0.83, 0.79 and 0.90 respectively. Data collected were analysed using Analysis of Covariance (ANCOVA) at 0.05 level of significance. Results revealed that participants exposed to Student Self-assessment Training showed significant improvement in their Post-test Chemistry Achievement unlike those in the control group. The findings showed that the interaction of gender and experimental conditions had no significant effect on students' achievement in Chemistry. The study also revealed that students' Self-assessment significantly helped participants in experimental group to develop a negative attitude to examination malpractice. Also, gender and experimental conditions had no significant interaction effect on participants' post-test attitude to examination malpractice. The results indicated that participants in the experimental group significantly acquired better self-assessment skills as evident in their post-test self-assessment scores when compared to those who did not receive the self-assessment training. These findings were discussed in relation to the relevant literature. The researcher therefore recommends that student self-assessment be infused into the teaching and learning process at the primary, secondary and tertiary levels to equip learners with life-long learning skills and improve academic achievement. Student Self-assessment Training should be employed as a means of curbing examination malpractice since it makes the learner confident and conversant with the subject matter.

Keywords: Student Self-assessment, Chemistry Learning Outcome, Attitude, Examination Malpractice, Scoring guide.